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ABSTRACT

Distance education began in Australia in the 20th century at all levels of education and has now developed into an integral part of all state systems of government funded education. Since 1909, technical training and a variety of other courses have been sponsored by government education authorities and private enterprise, although it was not until after the mid-century that distance education became significant in higher education. Further development of distance education was stimulated by the war and the need for technical training programs, and now every state department of education has a correspondence school catering to a total of some 10,000 geographically isolated children nationwide. Guided by home supervisors provided with curriculum support materials from the Central Correspondence School, these pupils are taught with the help of audiocassettes and other support services such as library loans, visits to teachers, and access to school counselors. Other provisions for distance education come from decentralized correspondence centers, Schools of the Air, the Australian Broadcasting Corporation, and the Department for Technical and Further Education (TAFE). Correspondence schools are now exploring the possibilities offered by new technologies, such as electronic mail, microcomputers, and videotex, to provide more frequent and quicker communication between teachers and students. External study courses in higher education have increased rapidly in the last decade to provide continuing education opportunities for teachers, and to meet the needs of administrators in both the public and private sectors and mid-career and mature age students. (DJR)

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FernUniversität
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ZIFF PAPIERE 61

Renée F. Erdos

SOME DEVELOPMENTS IN DISTANCE EDUCATION IN AUSTRALIA

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Abstract

In her paper Renée Erdos traces the development of distance education in Australia, from its origins, when schools responded to the needs of geographically isolated individuals, to the present day. Distance education nowadays is an integral part of the Australian education system and takes place at all levels, from correspondence schools for children in remote areas to the field of higher education which has seen tremendous growth in distance education over the last decade.

According to Richard Johnson's report of 1983, aims for Australia's distance educators today must be cooperation in order to minimize costs and collaboration in the implementation of new technical (communication technology) and didactic developments.

Zusammenfassung

In diesem Papier zeichnet Renée Erdos die Entwicklung des Fernstudiums in Australien nach, von den Anfängen, als einzelne Schulen auf die Bedürfnisse breit verstreut lebender Menschen eingingen, bis zum heutigen Tage. Heute ist das Fernstudium integraler Bestandteil des australischen Erziehungssystems und findet auf allen Ebenen statt, von den Korrespondenzschulen für Kinder in abgelegenen Gebieten bis zum tertiären Bildungsbereich, in dem das Fernstudium sich im letzten Jahrzehnt enorm ausgeweitet hat.

Nach Richard Johnsons Untersuchungsbericht von 1983 sollten Fernstudieninstitutionen in Australien heute zur Kostenreduzierung miteinander kooperieren und bei der Implementation neuer technischer (Kommunikationstechnologie) oder didaktischer Entwicklungen zusammenarbeiten.

ZIFF-Papiere

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Professor Geoffrey Blainey of Melbourne University has said "Australians have always recognized that distance or isolation was one of the moulds which have shaped their history".[1] This is as true in Australia's pattern of education as in any other aspect of Australia's development. A map of Australia superimposed on a map of Europe of the same scale shows Australia to contain the whole of Europe from the British Isles to the Black Sea. The distance between Sydney and Perth is about the same as the distance between Moscow and London. Two hundred years ago about a thousand Europeans settled on the east coast and the pioneering of the development of Australia began. By the mid-nineteenth century the population had grown to eight million only, and to-day has reached almost sixteen million. Such a small population scattered widely over such a vast area came in time to meet the needs of its isolated children by the development of correspondence teaching.

Two characteristics of Australian education have been inherited from the early colonial period. When Captain Arthur Phillip received his commission as Governor in 1786 his jurisdiction was confined to the territory then known as New South Wales defined as extending from the east coast inland to longitude 135° E. From the beginning education was seen as essentially a service to be provided by the governing authority. Early governors sought to provide the Church of England, as the established church, with resources for the foundation and maintenance of schools. Opposition to these plans from Roman Catholics, Protestant dissenting groups, and a growing body of free settlers seeking freedom from control by colonial administration led to the development by the mid-nineteenth century of a dual system of education operating under two separate Boards. The new National Board organized a new system of schools to cater for all regardless of denominational associations.

1) Blainey, Geoffrey "The Tyranny of Distance" Preface

Meanwhile European settlement had taken place at other sites on the Australian coast. Growing populations explored inland from these centres and were developing primary industries. The growth of these colonies led to the division of Australia into six colonies - New South Wales, Victoria, Queensland, South Australia, Western Australia and Tasmania. By the Australian Colonies Act of 1951 these colonies became self governing in domestic affairs. In the period from 1972 to 1895 the legislative bodies of the states, turning to the task of defining educational policy and practice, built on the structure inherited from the colonial period. In general provision was made for systems of free, compulsory and secular education, all available funds being then allocated to the schools controlled by a Department of State under a minister. Non-government schools were allowed to continue subject only to their meeting required standards of efficiency, and the ability to find support from endowments and fees.

In 1901 when the Australian States federated into the Commonwealth of Australia the Constitution of the Commonwealth listed education as a state responsibility. Consequently there are now six different but rather similar education systems in Australia all having inherited a dual system of government and non-government schools. The funding of education is a state responsibility, but recently the national Federal Government has become involved in supplementary funding and in providing services of research, information and advice.

In the first decade of the twentieth century distance education began in Australia in all levels in education. Throughout the last seventy years it has developed into an integral part of all state systems of government funded education. The stories of the beginnings of correspondence teaching are found usually in attempts to meet individual needs. In Victoria, for example, in 1914 a pioneer farmer moving into an isolated area wrote to the Director of Education to ask what provision could be made to educate his two sons. The letter was referred to the Vice Principal of the Teachers' College, who asked the students if any would be interested in the experiment of teaching the boy by letter. Five volunteers undertook the task.

In 1909 a Health Inspector in New South Wales concerned about the difficulty of securing Health Inspectors in rural areas undertook personally to tutor 9 students by letter. All successfully passed the qualifying examination. Thus the first step had been taken in technical training by correspondence in New South Wales. From such early experiments each state government education authority in discharging its responsibility to provide universal primary, secondary and technical education developed a correspondence school for isolated children and technical training by correspondence usually coordinated with the practical experience gained in apprenticeship of employment. These government distance education services were developed early in the twentieth century, but it was not until after the mid-century that distance education became significant in universities and other institutions of higher education.

In addition to the government distance education services private enterprise offered correspondence courses for a variety of studies. For example the International Correspondence Schools Ltd and the British Institute of Engineering Technology established centres in Australia. The accounting firm Hemingway and Robertson offered correspondence courses in accountancy and business studies. Private enterprise did not, however, find as large a market in Australia as in some other countries because of the availability of courses at state institutions either free or at much lower cost.

The 1939-45 War gave significant stimulus to the further development of distance education in Australia. Correspondence courses at adult level were prepared to enable service personnel to pursue further education. Correspondence teaching institutions in Australia were also called upon to provide courses for the American Armed Forces based in Australia. Although enrolments from these demands fell with the end of the war another demand appeared from the aid programme known as the Colombo Plan. At a meeting of Commonwealth Foreign Ministers in Colombo in 1950 the Australian Foreign Minister suggested that Commonwealth Countries should provide technical assistance to south and south-east Asian countries. As a result a consultative commitee was set up and inaugurated a scheme by which

cooperating governments would provide technical assistance including the training of personnel from areas covered by the scheme. Where appropriate Australian distance teaching services were called upon to provide some technical training. The Federal Government's Department of Labour and Industry coordinated the use of the services offered by the state government institutions. It allocated applications for training made through the government authorities of the developing countries to particular institutions, for example, New South Wales received large numbers of Accountancy students and Victoria engineering students. Some students completing theory by correspondence were brought to Australia for residential courses of practical work as in the case of Meat Inspection. In the 'fifties Australian distance education met a demand in the early years of the implementation of Colombo Plan objectives. This demand, however, declined as Australian aid programmes became more diverse, more experts were sent to developing countries to help with training, and developing countries established local institutions of national systems of education and training. Despite, however, the decline in demand from these mid-century needs created by war and technical aid programmes they had focussed attention on the availability, flexibility and convenience of distance education. Already firmly entrenched in the Australian pattern of education in the last thirty years it has become increasingly more important with a dramatic growth in the last decade in higher education.

Professor Richard Johnson of the Australian National University has said "one of the unsung glories of Australian education has been the provision of a reasonable standard of education to the tiniest communities in the most remote areas anywhere within each State's system".[1)] This "reasonable standard of education" reached beyond "the tiniest communities" into the homes of geographically isolated children through Australia's correspondence schools. Every State Department of Education as an integral part of its education system has a correspondence school which caters for geographically isolated children and children unable to attend a regular school for other reasons. Each year some 10,000 pupils

1) Johnson, R. "Commonwealth Tertiary Education Commission Report" June 1983, p. 5

receive instruction by correspondence despite the fact that with the passage of time closer settlement of population and more and better roads and bus services are making it possible to bring more children daily to community schools. The flexibility of the services available from the correspondence schools offers support to the State systems of education. For example, the Director General of the New South Wales Department of Education, May 1983, reports on the Central Correspondence School (Sydney) as follows:

"Of five hundred and ninety primary students presently enrolled in this school, two hundred and forty Infants/Primary and fifty four Pre-School qualify for enrolment on grounds of their geographical isolation, which prevents attendance at an appropriate school. In the secondary section of the school, a total of three hundred full-time students is enrolled in the same category (geographical isolation). Of this number one hundred and fifteen students attend small rural schools where they are supervised for their correspondence education. The secondary section also accomodates more than one hundred and fifty additional rural students on a part-time basis where their small country high school offers an elective range below three subjects in a line.

It is significant to note that at a given time the percentage of geographically isolated children at the school represents in the range of forty to forty-five percent of the total full time enrolment. . . . That sixty percent comprises twenty percent of other categories such as medical cases, overseas students and a number of special cases." 1)

The pupils of correspondence schools are guided by home supervisors. Printed illustrated leaflets containing the curriculum content of approved syllabuses are sent to them with such support services as expendible materials to be used in lessons, kits for practical work, text-book loans and audio-video materials. All students of the N.S.W. Central Correspondence School are taught with the help of audio cassettes which have proved to be an outstanding support Each teacher prepares a tape which establishes personal oral contact with his/her pupil. Other support services available are library loans, visits to teachers and access to

1) The Director General of the New South Wales Department of Education - "Review of Education for Rural Areas", May 1983, pp. 28-29

school counsellors. Attempts are being made to enhance the teaching for the geographically isolated children by developing a Children's Loan Video Program presenting curriculum content.

In New South Wales four Decentralized Correspondence Centres have been established at government schools in areas where there are clusters of correspondence pupils. These Centres are staffed by one to three teachers. Teaching material still comes from the Central Correspondence School, but the Centres give pupils personal contact with a teacher and with each other by attendance at occasional or regular "school days", and by visits of itinerant teachers. These Centres not only help with supplementary teaching but provide for social and cultural contacts.

Several Schools of the Air in Australia using two-way radio-broadcast primary education to geographically isolated children. The School of the Air operating over the air network of the Flying Doctor Service from Broken Hill reaches isolated children in far western NSW and in part of South Australia. These children receive "on-air lessons" covering the full range of the curriculum designed to supplement the correspondence teaching from the correspondence schools of New South Wales and South Australia. They give children contact with their teachers and each other through singing together, and hearing each other's questions and answers. Together they act a Christmas play, in costume, transmitting their speaking parts on cue from each other. By voice recognition pupils of Schools of the air come to know each other as school mates. An annual sports day brings together a surprising number of children from the School of the Air thus providing for social contact and fostering the feeling of belonging to a group.

Correspondence schools are now exploring the possibilities offered by new communication technology for more frequent and quicker communication between teachers and students. The Tasmanian Department of Education has had a system of electronic mail operating for a number of years. In 1984 the Central Correspondence School in New South Wales carried out a trial of an electronic mail

system using Videotex and Facsimile. Ten isolated 7 to 8 year old pupils and eight teachers used the systems for ten weeks in Mathematics and Reading. The greatest benefit of the system was that it reduced the student work turnaround from 2 to 6 weeks to 24 hours. It did, however, require access to telephone lines which would carry good signals, and the lines could be tied up for inconveniently lengthy periods. In 1985 the Correspondence School is carrying out another trial program using an IBM Portable Computer. Faced with the rapid developments in communications technology distance educators in Australia are exploring by such experiments the modes and equipment most appropriate to fulfil their teaching objectives.

No outline of distance education should omit mention of the Australian Broadcasting Corporation as a provider. Since its inception as a Commission it has seen education as an important function and has provided regular radio broadcasts for schools from kindergarten to senior school level. Since the introduction of television in 1956 the ABC has provided television programmes on topics in school curriculums during school hours. This service of school broadcasts from a national institution has added a regular distance teaching component to many school programmes.

In each state in Australia a Department of Technical and Further Education known as TAFE offers courses which extend from pre-apprenticeship and other basic courses to trade, post-trade certificate, and paraprofessional courses. They also provide general studies for adult matriculation for entry to higher education and a range of cultural and recreational courses. To those who cannot attend a college because of isolation, or disability, TAFE External Studies Colleges offer many of the TAFE courses by distance education methods. An example of the range of courses available is the list of the TAFE College of External Studies Enrolment Statistics (See APPENDIX I). TAFE external students cover the same syllabus as students receiving classroom instruction and sit for the same examinations. Thus, though the method of teaching differs, qualifications are earned by the same method of assessment and have equal value. Practical work has

presented a challenge. In the trades apprenticeship training is reinforced by periodic attendance for short residential courses at a Technical College for additional practical work and examination.

TAFE institutions developing within each state have come to be "a mainstream provider of the skills required by the Australian labour force, and the most comprehensive post-school agency through which individuals are able to realise their vocational and personal potential." (APPENDIX II, p. 2)

The primary funding of TAFE is a state responsibility but the Commonwealth government "also provides funds to support specific purpose programs that are designed to improve the quality and effectiveness of the TAFE sector in total. - - - The Commonwealth's main contribution to TAFE is in the area of capital funding where its grants represent some 70 per cent of the total capital expenditure of 1984." (APPENDIX II, p. 2)

TAFE courses through external modes of delivery are now benefitting from a share of this assistance. Increasing use is being made of 24 hour telephone services, audio-visual or video-taped lessons, and computers. Other ways of developing distance education technology are being investigated including the use of videotext and public data bases to enable students access from their homes to a wide range of educational material. Commonwealth assistance has helped further cooperation between states in the coordination of resources to avoid duplication of costs. TAFE teachers are being given professional training, and joint staff development activities are being organized for executive staff from all State TAFE authorities. The Commonwealth "believes that the need for national policies and priorities in TAFE, as in education generally, will demand not only a continuing presence in TAFE but a real increase in the range and level of Commonwealth financial support for the sector." (APPENDIX II, p. 3)

That distance education in TAFE will continue to increase in quantity and improve in quality is foreshadowed by the Government's acceptance that "TAFE has exhibited a capacity to operate in a variety of educational contexts:

in TAFE Colleges;
in industry;
in a variety of off campus centres;
through external modes of delivery." (APPENDIX II, p. 4)

Despite the early introduction 1911 of external study by Queensland University Australian universities did not offer many opportunities in distance courses until after 1950. The University of Western Australia enrolled external students in Arts and Education. The Universities of Sydney and Melbourne enrolled members of the Armed Services as external students during the 1939-45 War. Sydney discontinued external enrolments at the end of the war and Melbourne in the 1950s. A rapid post war growth, however, in University distance education began with the post war founding of new universities. In 1955 the University of New England, in 1967 Macquarie University, in 1975 Murdoch University and in 1978 Deakin University all offered courses to external students. A most important practice which was established by the University of New England was the direction of the studies of all students, both internal and external, by the same academic staff. All students sit for the same examinations and, therefore, all gain the same qualifications. Degrees earned by external students were no longer endorsed "external". All degrees had uniform merit. In its early years New Englands external students were mainly teachers in rural areas aiming to upgrade their qualifications, and enrolments were restricted to those resident in New South Wales and the Australian Capital Territory. Since 1978, however, external students may enrol from anywhere in Australia and its Territories and in 1983 over 6000, more than one seventh of all distance education students in Australien higher education, were studying through the University of New England.

External studies in higher education had been offered as early as 1919 by the Royal Melbourne Institute of Technology to help meet the needs of servicemen returning from the 1914-1918 War. Since the 1960s there has been rapid, and in the last decade, dramatic development in external study courses in higher education. In 1962 the Adelaide Teachers' College and in 1968 the Western Australian Institute of Technology were offering courses to external students. In the late 1970s newly established Colleges of Advanced Education accelerated the expansion of distance education. "Since 1975 numbers enrolled in the external mode in universities have approximately doubled and in Colleges of

Advanced Education have trebled." [1] In 1982 there were 99,326 external students enrolled in universities and 77,795 in Colleges of Advanced Education.

Several reasons account for this rapid increase in distance education in Australia. A changing pattern of teacher education is requiring a three year course leading to a Diploma, plus at least a one year full time course to gain the B.Ed.degree. A very large number of teachers trained in earlier patterns need to upgrade their qualifications to the Diploma level at least, as a basis for further professional advancement. There is also a continuing demand from diplomates wanting to gain the B.Ed.degree. As many of these teachers are in rural schools they can upgrade their qualifications only by external study. In 1981 there were 3,009 external students in Education in Universities, 19.3 per cent of the total enrolment, and 10,465 in Colleges of Advanced Education, 44.6 per cent of the total enrolment. There are, however, several other social and economic trends contributing to the increasing demand for distance education. In a period of high unemployment the search for greater security through holding formal qualifications is driving many to seek basic and upgraded qualifications. Employers are consequently demanding higher qualifications. The growing sophistication of business administration and management, for example the use of data processing, is demanding more knowledge and skill than can be gained merely by length of service and, therefore, creating a demand for further in-service training. Health administrators, health educators, industrial relations and personnel officers are making increasing use of distance modes of learning. The changing status and ambitions of women is causing increasing numbers of women to seek higher education in general rather than vocational courses. In universities a very high proportion are enrolled in the humanities and social sciences, and the quotas imposed, for example by the University of New England, show that the demand is not being fully met.

Mid-career and mature age students are usually in full time employment, or have family commitments which make attendance at an institution impossible, and distance education with its flexibility of time and place for learning is an increasingly

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1) Johnson, R. "Commonwealth Tertiary Education Commission Report" p. 6

popular solution for an expanding variety of demands. Since its establishment in 1977 the Commonwealth Tertiary Education Commission has been concerned "about the proliferation of external studies in Universities and Colleges of Advanced Education." 1)

In 1982 a study was commissioned

"To investigate:

(i) whether there is any under-provision of opportunities for external studies in particular disciplines or in particular geographic areas; and

(ii) the extent to which institutions have made co-operative arrangements, and the scope, and need, for greater co-ordination and co-operation." 2)

The result of this study was the Report by Professor Richard Johnson of the Australian National University published in June 1983 with the title "Evaluations and Investigations Program - The Provision of External Studies in Australian Higher Education." The Report concludes that "Australia needs external studies for reasons of geography and convenience. She needs them for students who cannot get to the institutions of higher education as internal students. She is already facing a demand which is very likely to increase, for study externally from students who find it a more convenient mode. The nation needs provision coordinated on a national scale and seen in a national perspective."3)

So far within each State there has been little duplication and waste of effort but now there are 32 institutions (12 universities and 20 Colleges of Advanced Education) offering courses to external students. With the anticipated increasing demand in distance education it is important that coordination and cooperation should prevent wasteful duplication and thus minimize costs. Professor Johnson also points out the need for "a regular framework for the collection of information and the formulation of widely acceptable policies."4)

1) Johnson, R. "Commonwealth Tertiary Education Commission Report", p. 1
2) ibid p. 1
3) ibid p.28
4) ibid p.29

He points out the need for collaboration and the development of policies in relation to technological change, research, funds for trials, resource centres, the training of academic staff to be expert both in their disciplines and in distance teaching, and a network of student credit transfers. Professor Johnson says "Many experts are working on various aspects of these questions but one has the impression that they work as individuals without considering jointly the priorities amongst questions or possible implications and interrelationships of each other's work in advance of publication, while work is proceeding."[1)]

The initiative of educators working in distance education in Australia has provided a channel of communication with each other by organizing the Australian and South Pacific External Studies Association which publishes a regular newsletter and holds national and regional conference. They also communicate with colleagues on an international level by membership of the International Council for Distance Education and the publication by ASPESA of the journal Distance Education.

Geography and the time of her development forced on Australia the use of the traditional methods of correspondence teaching - printed material and individual correction and comment building through the mail service a personal relationship between teacher and student based on paper and pen. Through much ingenuity and long experience correspondence educators in Australia developed a high degree of skill. With the coming of radio and later the audio cassette voice contact was introduced, which has proved particularly useful in the teaching of languages. With each development in communication technology comes a challenge to evaluate the additional dimension it offers, to decide whether, or not, it is to be introduced, and if so how to use it successfully. To-day's particular challenge at all levels of distance education in Australia is how to make the best educational use of Aussat, Australia's satellite launched in 1985.

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1) Johnson, R. "Commonwealth Tertiary Education Commission Report" p.30

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Advice on Technical and Further Education, April, 1984

T A F E Facts - Australian Statistical Data

APPENDIX I

TAFE FACTS TAFE FACTS TAFE FACTS TAFE FACTS

EXTERNAL STUDIES COLLEGE OF TAFE

The External Studies College of TAFE—reaching far beyond the college walls.

Enrolments for the courses offered by the Department of Technical and Further Education in New South Wales are now well over 350,000.

This figure includes more than 30,000 students who are undertaking courses conducted by the Department's External Studies College of TAFE, making it the largest external studies institution in Australia.

External study for a technical, vocational or personal development course is offered to those who are unable because of isolation or disability to attend a College of Technical and Further Education.

Others become external students because their chosen course is not available through their local TAFE college.

Correspondence studies are also available to trade apprentices who are unable to attend TAFE classes by either the day-release scheme (where the apprentice spends one day of the working week at college) or the block release scheme (where apprentices engaged in employment at too great a distance from the nearest college offering the trade course spend several weeks of concentrated study at a college in another centre).

As well as students in the State of New South Wales who are currently studying one of TAFE's correspondence courses, about 5 per cent of the enrolment at the External Studies College of TAFE is from students in other Australian states and from foreign nationals living outside Australia.

Although most external students will never visit the External Studies College of TAFE at its inner-city location in Sydney, they will almost certainly visit one of the other 97 colleges of TAFE around New South Wales at some time during their course.

The External Studies College of TAFE works in co-operation with a network of 70 of the TAFE colleges in country areas, each of which undertake important work for the success of the external study system.

Distant colleges are able to enrol students for correspondence courses, appoint local teachers to supervise parts of the external study program and arrange tutorial groups to assist local students who are enrolled for external study courses.

In several of the 600 subjects offered through the External Studies College of TAFE's 130 courses, the students also attend practical sessions at a regional college, or at one of TAFE's major teaching centres in Sydney.

The qualifications gained by a student who successfully completes a TAFE course by external study are exactly the same as qualifications gained through attending classes and successfully completing the course.

While the teaching method is different, the same syllabus is followed for both external studies and classroom instruction and the same examinations are set.

The decision on whether one of TAFE's courses is suitable for study by correspondence is made by a special departmental committee, on the recommendation of the teaching school which already administers the course.

Lesson material in the form of self-instructional study notes is prepared by experts in each subject, and evaluated carefully by the teaching school to ensure that external students will not be disadvantaged by their isolation from the lecture room environment.

The relationship between the external studies student and the remote teacher is built up as the student completes each lesson unit and the teacher assesses the work and makes comments to help the student.

In the preparation of lesson material, increasing use is being made of audio-visual material to assist those students who are able to attend sessions at their local college but where there is no resident specialist teacher for their chosen subject.

For some subject areas, a series of audio-visual or video-taped lessons has been prepared by TAFE's educational resource development staff so practical skills and special techniques can be presented in a uniform way to people studying by correspondence all around the state.

External students are also benefitting from the introduction of computers to many TAFE colleges.

The External Studies College of TAFE has installed a battery of microcomputers as a means of arranging tutorials for remote students and a much wider use of teletutorials is envisaged in distance education using the domestic communications satellite.

In order to expand services using the national satellite as soon as possible, the External Studies College of TAFE has installed a communications antenna.

Other ways of developing the College's distance education technology centre are under investigation, including the use of videotext and public data bases to enable students access to a wide range of educational material from the home.

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CES Enrolment Statistics 1980 - 1984 by Schools

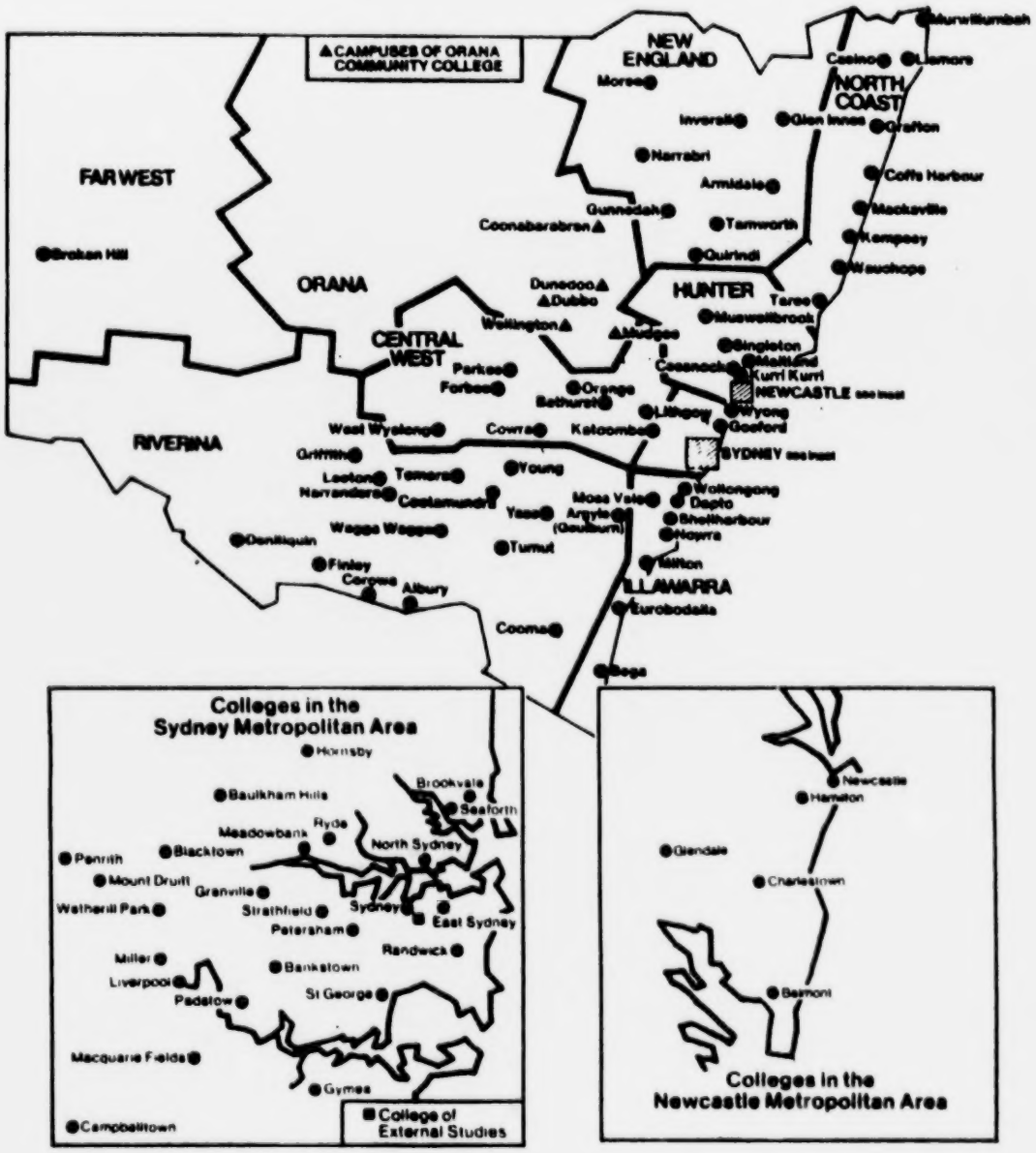
Calendar Years	1980			1981			1982			1983			1984		
	N	C	T	N	C	T	N	C	T	N	C	T	N	C	T
Applied Electricity															
Electrical Fitter (Auto)	15	3	18	13	-	13	9	2	11	30	-	30	18	-	18
Electrical Trades	74	22	96	136	25	161	106	42	148	124	41	165	85	43	128
Electrical Wiring Refresher	88	23	111	104	27	131	100	20	120	95	20	115	83	24	107
Overhead Linesmen	249	169	418	295	148	443	272	225	497	157	218	375	166	128	294
	426	217	643	548	200	748	487	289	776	406	279	685	352	195	547
Art															
Drawing & Sketching	628	235	863	743	245	988	740	240	980	717	208	925	272	221	493
Figure Drawing	24	5	29	15	7	22	21	5	26	21	15	36	14	7	21
	652	240	892	758	252	1010	761	245	1006	738	223	961	286	228	514
Automotive & Aircraft Engineering Trades															
Motor Maintenance	165	41	206	191	46	237	218	54	272	234	61	295	212	54	266
	165	41	206	191	46	237	218	54	272	234	61	295	212	54	266
Biological Sciences															
Dental Assistants	-	-	-	95	-	95	115	20	135	94	27	121	127	20	147
Park Rangers	173	40	213	146	27	173	112	27	139	111	20	131	148	16	164
Wildlife Management	4	0	4	11	-	11	34	3	37	43	6	49	9	10	19
	177	40	217	252	27	279	261	50	311	248	53	301	284	46	330
Building															
Builders Business	67	4	71	102	3	105	89	3	92	98	9	107	88	8	96
Building Construction	189	45	234	258	36	294	221	44	265	225	51	276	202	39	241
Bldg/F/man & Clerk of Works	99	21	120	144	21	165	119	32	151	157	42	199	147	45	192
Explosives	148	12	160	147	18	165	164	20	184	195	33	228	157	29	186
Police Draftsmanship	22	11	33	18	5	23	27	5	32	13	7	20	19	3	22
Showcard & Ticketwriting	373	47	420	515	64	579	391	80	471	408	63	471	460	63	523
	898	140	1038	1184	147	1331	1011	184	1195	1096	205	1301	1073	187	1260
Business & Administrative Studies															
Accounting Certificate	657	23	680	1214	211	1425	1496	364	1860	1719	559	2278	1634	705	2339
Ambulance Superintendent	259	283	542	225	341	566	177	333	510	173	348	521	198	326	524
Auctioneers or Stock and Station Agents (3577)	117	1	118	159	27	186	267	33	300	170	72	242	148	51	199
Banking Certificate (8547)	35	1	36	92	15	107	137	36	173	107	54	161	152	47	199
Bookkeeping	391	75	466	440	89	529	447	89	536	471	102	573	612	123	735
Commerce Certificate (8544)	189	8	197	307	55	362	351	70	421	344	129	473	303	94	397
Commerce Certificate (3535)	78	136	214	44	79	123	4	44	48	1	17	18	-	8	8
Commerce (A/P) Cert. (3551)	484	428	912	249	300	549	57	141	198	29	100	129	7	43	50
Commercial Correspondence	25	9	34	36	7	43	22	8	30	40	8	48	57	12	69
Commercial Shipping Practice	-	-	-	-	-	-	73	-	73	39	10	49	62	10	72
Commercial Practice	42	11	53	43	22	65	42	20	62	13	13	26	43	6	49
Company Sec. Practice	62	12	74	87	8	95	87	16	103	125	13	138	97	18	115
Cost Accountancy	24	6	30	34	4	38	27	4	31	13	-	13	19	2	21
Credit Managers	26	8	34	39	6	45	38	8	46	33	8	41	52	9	61
Data Proc Concepts	-	-	-	-	-	-	-	-	-	-	-	-	457	0	457
Data Processing, Intro.to	130	23	153	266	29	295	272	38	310	449	56	505	221	85	306
First Line Management for Health Care Staff	-	-	-	-	-	-	-	-	-	899	-	899	770	221	991
Hospital Administration	-	-	-	-	-	-	-	-	-	-	-	-	1	6	7
Insurance Certificate	93	30	123	78	28	106	111	32	143	120	41	161	119	44	163
Mngmt Accounting, Intro to	-	-	-	-	-	-	44	-	44	103	7	110	106	20	126
Management, Elements of	29	1.	30	74	5	79	102	12	114	81	16	97	78	7	85
Medical Records Clerk	110	38	148	163	41	204	172	52	224	193	70	263	369	94	463
Motor Transport Clerical Officers' English	11	4	15	4	2	6	3	-	3	5	-	5	25	1	26
Personnel Administration	279	95	374	294	99	393	230	102	332	235	91	326	153	90	243
Public Administration	77	29	106	67	25	92	91	25	116	93	44	137	141	33	174
Public Administration (Post)	-	-	-	13	1	14	17	3	20	8	7	15	10	4	14
Real Estate Certificate	-	-	-	-	-	-	-	-	-	528	-	528	851	120	971
Real Estate Practice	594	10	604	1073	163	1236	839	274	1113	114	289	403	14	142	156
Safety Administration	139	1	140	26	5	31	30	7	37	11	3	14	55	5	64
Supervision in Action	97	20	117	132	27	159	125	16	141	139	40	179	172	36	208
Transport Administration	30	21	51	66	16	82	15	17	32	1	15	16	7	9	16
Use & Mang. of Micro Comp.	-	-	-	-	-	-	-	-	-	-	-	-	6	0	6
Valuation, Associate Diploma	90	33	123	130	49	179	93	84	177	97	69	166	105	76	181
Valuation of Real Estate	19	37	56	30	19	49	5	16	21	-	8	8	-	10	10
Est. Small Business	-	-	-	-	-	-	-	-	-	-	-	-	246	-	246
	4087	1343	5430	5385	1673	7058	5374	1844	7218	6352	2189	8542	7294	2457	9751
Applied Science															
Health Inspection	183	108	291	146	138	284	196	120	316	149	130	279	93	118	211
Health Inspection Post	53	8	61	73	9	82	45	17	62	25	14	39	25	10	35
Fire Engineering	247	0	247	289	36	325	438	90	528	233	142	375	208	109	317
	483	116	599	508	183	691	679	227	906	407	286	693	326	237	563
Civil Engineering															
Civil Engineering	130	71	201	157	85	242	175	94	269	214	111	325	154	93	247
C. & E.S. Drafting	118	98	216	170	89	259	146	98	244	124	111	235	122	76	198
Surveying	53	40	93	74	42	116	78	40	118	84	43	127	87	42	129
Water Resources	-	-	-	15	-	15	34	4	38	66	18	84	63	32	95
	301	209	510	416	216	632	434	236	669	488	283	771	426	243	669
Electrical Engineering															
Electrical Eng. (2812)	-	-	-	-	-	-	-	-	-	224	-	224	257	61	318
Electrical Eng. (2813)	221	142	363	381	142	523	331	142	479	104	143	247	30	124	154
Electronics & Comm.	244	64	308	343	93	436	427	108	535	25	84	109	-	22	22
Electronics Eng. (2829)	-	-	-	-	-	-	-	-	-	373	-	373	373	90	463
	465	206	671	724	235	959	764	250	1014	726	227	953	660	297	957
Fashion															
Dressmaking	278	48	326	254	47	301	201	33	234	312	31	343	175	29	204
Millinery	6	2	8	12	1	13	24	2	26	38	2	40	24	2	26
	284	50	334	266	48	314	225	35	260	350	33	383	199	31	230

Food																
Bread Manufacture	69	70	139	83	75	158	76	81	157	78	90	168	109	73	182
Catering Cost Control	-	-	-	-	-	-	-	-	-	8	-	8	32	1	33
Meat Inspection	261	148	409	167	100	267	185	68	253	206	75	281	100	61	161
	330	218	548	250	175	425	261	149	410	292	165	457	241	135	376
General Studies																
Arithmetic Preparatory	151	36	187	304	46	350	347	56	403	541	30	571	602	137	739
Certificate Entrance	833	204	1037	1066	201	1267	1210	214	1424	1692	178	1870	1419	385	1804
Diploma Entrance	2553	614	3167	3242	547	3807	3265	653	3918	4404	533	4937	4008	924	4932
English, Preparatory	192	44	236	347	55	402	425	63	488	610	57	667	645	124	769
English, Special	524	151	675	900	234	1134	1266	305	1571	1277	355	1632	1088	434	1522
Freelance Journalism	-	-	-	81	-	81	271	18	289	315	40	355	328	60	388
Short Story Writing	-	-	-	222	-	222	677	63	740	619	117	736	576	163	739
	4253	1049	5302	6162	1101	7263	7461	1372	8833	9458	1310	10768	8666	2227	10893
Hairdressing																
Ladies Hairdressing	203	352	555	175	310	485	153	290	443	146	283	429	165	295	460
Skin & Hair Growth	5	10	15	24	3	27	14	18	32	11	13	24	6	12	18
Trde Science for Snr Hdrsrs	6	1	7	8	4	12	0	1	1	4	-	4	9	0	9
	214	363	577	207	317	524	167	309	476	161	296	457	180	307	487
Mechanical Engineering																
Diesel Engine Operation	146	43	189	172	49	221	179	51	230	170	68	238	135	52	187
Marine Engineering	42	10	52	46	11	57	30	6	36	20	7	27	26	6	32
Mechanical Engineering Cert.	-	-	-	-	-	-	-	-	-	45	-	45	95	15	110
Refrig. Plant Operation	155	58	213	195	56	251	160	52	212	227	60	287	141	50	191
Steam Boiler Attendants	119	32	151	137	34	171	143	28	171	177	35	212	132	31	163
Steam Engine Operation	21	5	26	13	4	17	13	2	15	20	5	25	11	3	14
	483	148	631	563	154	717	525	139	664	659	175	834	540	157	697
Plumbing & Sheetmetal																
House Drainage	56	7	63	53	8	61	69	9	78	55	17	72	41	10	51
Lqfd Ptrlm Gas Instlrs(RSTD)	112	23	135	91	6	97	101	15	116	104	24	128	120	28	148
Lqfd Ptrlm Gas Instlrs(UNRSTD	38	4	42	36	23	59	23	9	32	36	8	44	137	8	145
Plumbing Advanced Trade	18	0	18	13	3	16	26	2	28	21	1	22	20	2	22
Water Plumbing (Old)	36	4	40	48	9	57	25	8	33	23	6	29	-	4	4
Water Plumbing	-	-	-	-	-	-	-	-	-	-	-	-	27	-	27
	260	38	298	241	49	290	244	43	287	239	56	295	345	52	397
Rural Studies																
Agriculture	285	70	355	273	74	347	229	98	327	289	74	363	330	105	435
Basic Environmental Studies	46	2	48	32	7	39	40	9	49	39	8	47	44	7	51
Beekeeping	155	59	214	107	40	147	119	37	156	128	40	168	95	38	133
Buttermaking	1	0	1	2	-	2	6	1	7	3	3	6	1	1	2
Care of the Horse	89	16	105	110	11	121	106	29	135	143	26	169	137	50	187
Care of the House Cow	16	2	18	17	3	20	21	7	28	9	4	13	5	1	6
Cheesemaking	14	0	14	4	1	5	7	3	10	12	3	15	2	6	8
Dairy Farming	34	6	40	25	8	33	36	17	53	48	9	57	38	6	44
Dairy Produce & Ay-Produce	1	0	1	3	1	4	2	3	5	1	4	5	-	3	3
Dairy Technology	3	2	5	14	-	14	3	5	8	7	2	9	48	2	50
Farm Management & Economics	59	8	67	55	13	68	67	9	76	88	15	103	96	13	109
Farm Mechanics	75	28	103	65	27	92	71	33	104	78	32	110	91	40	131
Farm & Station Bookkeeping	73	31	104	74	26	100	78	24	102	84	25	109	109	30	139
Groundkeeping	126	72	198	156	57	213	125	69	194	153	36	189	137	53	190
Handling, Storage and Inspection of Grain	16	5	21	63	8	71	24	15	39	14	2	16	26	4	30
Husbandry of Farm Animals	204	47	251	202	43	245	180	58	238	202	55	257	259	62	321
Pest Control	104	11	115	113	19	132	87	16	103	114	13	127	162	27	189
Pig Raising	64	24	88	53	14	67	82	17	99	76	24	100	44	15	59
Poultry Farming	37	13	50	33	9	42	25	11	36	34	7	41	40	10	50
Shearing Shed Management & Rk	5	0	5	7	-	7	7	1	8	9	-	9	4	-	4
Sheep & Wool	59	25	84	57	21	78	57	20	77	57	18	75	63	20	83
Weed Control Practice	25	5	30	25	8	33	29	5	34	29	8	37	29	3	32
Wood Technology	29	11	40	29	6	35	35	13	48	38	4	42	31	9	40
Wool Testing	12	1	13	10	-	10	13	4	17	11	1	12	8	2	10
	1532	438	1970	1529	396	1925	1449	504	1953	1666	413	2079	1799	507	2306
Secretarial Studies																
Gregg Shorthand	135	0	135	148	10	158	230	27	257	200	39	239	346	42	388
Intro to Shorthand Speed	34	5	39	39	8	47	43	9	52	49	11	60	21	12	33
Machine Transcription	4	0	4	3	-	3	8	4	12	13	5	18	19	-	19
Medical Receptionist	60	7	67	79	16	95	106	19	125	109	28	137	120	19	139
Medical Terminology	-	-	-	-	-	-	6	-	6	68	5	73	71	23	94
Office Machines	6	0	6	-	-	-	1	1	2	2	-	2	2	-	2
Office Skills	72	17	89	84	21	105	88	27	115	171	31	202	143	36	179
Pitmanscript	37	9	46	46	7	53	58	9	67	62	9	71	46	5	51
Reception Duties	71	13	84	68	14	82	91	12	103	118	21	139	94	19	113
Shorthand Bridging	-	-	-	-	-	-	-	-	-	-	-	-	196	45	241
Shorthand Instructor's	52	11	63	55	11	66	42	10	52	41	17	58	43	7	50
Shorthand (Intro to Gregg)	-	-	-	-	-	-	-	-	-	-	-	-	47	1	48
Shorthand (Pitman)	182	28	210	208	32	240	243	39	282	335	39	374	61	15	76
Typing Instructor's	175	40	215	163	43	206	167	53	220	231	29	260	243	52	295
Typewriting	348	77	425	406	79	485	372	104	476	481	102	583	479	92	571
	1176	207	1383	1299	241	1540	1455	314	1769	1880	336	2216	1931	368	2299
Teaching																
Correspondence Teaching	15	3	18	4	3	7	6	2	8	6	1	7	3	1	4
Education & Training of Handicapped Students	-	-	-	-	-	-	-	-	-	12	-	12	70	-	70
Principles & Tchqns of Tchg	39	13	52	24	14	38	10	6	16	15	2	17	32	6	38
Study Effectively	-	-	-	-	-	-	3	0	3	25	-	25	56	4	60
	54	16	70	28	17	45	19	8	27	58	3	61	161	11	172
Discontinued Courses	277	372	649	199	241	440	58	149	207	70	74	144	6	51	57
NEW ENROLMENTS	16517			20710			21852			25529			24981		
CONTINUING		5033			5718			6401			6667			7791	
TOTAL			21988			26428			28253			32196			32772

1977 Enrolment 14287 1978 Enrolment 16822 1979 Enrolment 18370

N = New (first time) enrolments C = Continuing (Previous years' enrollees who submitted assignments) T = Total of N & C

TAFE COLLEGES IN NSW, 1984



TAFE colleges in NSW provide courses at a further 200 small centres

TAFE FACTS TAFE FACTS TAFE FACTS TAFE FACTS

TECHNICAL AND FURTHER EDUCATION IN AUSTRALIA

There are over 250 institutions providing TAFE courses in Australia. These institutions range from small establishments in country locations to large multi-campus facilities. In most states TAFE institutions are operated by State departments as part of large State systems. However, there is usually some form of advisory governing body at college level which provides for community participation in the provision of TAFE. There are also co-ordinating and advisory bodies at State level.

TAFE institutions offer courses that extend from paraprofessional courses to trade and other certificates, apprenticeship, pre-apprenticeship and a range of other basic and post-basic vocational programs. TAFE institutions also provide general studies such as adult matriculation, and a range of recreational and cultural courses.

TAFE Enrolments (a) 1982

	Full-time	Part-time	Total
Vocational/Preparatory (Streams 1–5)	61 670	667 621	729 291
Adult Education (Stream 6)	—	297 761	297 761
Total	61 670	965,382	1 027 052

(a) Includes TAFE students in the ACT.

Staff in TAFE Institutions (a) 1982

Full-time teaching	16,188
Part-time teaching	28,588
	44,776
Non-teaching (Full-time equivalent)	10,461

(a) Excludes Head Office staff.

TAFE courses attract students from all kinds of backgrounds. School-leavers undertake vocational or preparatory courses while students in some courses may even be graduates. A range of special courses are provided for the unemployed or for those workers in industries undergoing structural change.

Primary financial responsibility for the TAFE sector rests with State Governments. However, the Commonwealth Government provides recurrent funds to compensate the States for fees foregone following the 1974 decision to abolish fees in vocational and preparatory courses. It also provides funds to support specific purpose programs that are designed to improve the quality and effectiveness of the TAFE sector. In total, Commonwealth recurrent grants represent about 15 per cent of total recurrent expenditure on TAFE. The Commonwealth's main contribution to TAFE is in the area of capital funding where its grants represent some 70 per cent of total capital expenditure in 1984.

Details of the funds provided for the TAFE sector from Commonwealth sources in the current triennium are as follows:

Commonwealth Grants to TAFE
(est December 1983 prices)

	1982 $m	1983 $m	1984 $m
Recurrent	106	111(a)	142(b)
Equipment	12	12	12
Capital	135	124	133
Total	253	247	287

(a) Includes $1.5 million transferred from the Commonwealth Department of Immigration and ethnic Affairs.

(b) Includes $29 million for Participation and Equity Program (PEP). The TAFE share of the School to Work Transition Program (which PEP subsumed) in 1983 was $26.6 million.

NSW Department of Technical and Further Education

The Role of the Commonwealth in TAFE

From a position of relative obscurity in the early 1970s, TAFE has now established its place as a mainstream sector of tertiary education in Australia. TAFE is the major provider of the skills required by the Australian labour force, and the most comprehensive post-school agency through which individuals are able to realise their vocational and personal potential.

More than one million Australians participate in some form of TAFE program every year. Diversity is their hallmark. A significant and growing minority—more than 60 000 in 1983 compared with only 25 000 in 1973—attend TAFE as full-time students throughout the year. Many others undertake shorter intensive programs, lasting from a few weeks to several months, while large numbers study on a part-time basis, often in the evening and in conjunction with full-time employment. TAFE students vary widely also in their educational backgrounds and life experience. Some have had only minimal or even no secondary education, some have proceeded to the end of secondary school and some are graduates of higher education institutions. TAFE institutions offer courses to young people preparing for initial employment, to the unemployed and retrenched, to tradespersons, technicians, administrators and managers, and to those pursuing interests which may bear little or no relation to their chosen vocation. Far more than any other sector of post-compulsory education, TAFE is representative of the social and economic structure of Australian society at large.

In this process the Commonwealth has played a significant role, now contributing nearly one-quarter of TAFE's annual budget of about $1,000m. The Technical and Further Education Council consults with State and Territory authorities and advises the Tertiary Education Commission and the Commonwealth Government about needs and priorities to which financial support of the Commonwealth should be directed.

In 1980, the TAFE Council looked ahead to the decade of the 1980s. Noting the variety of pressures on TAFE, the Council argued that what was needed was a clear statement of objectives, firm decisions on priorities and rigorous planning. At the time there was an urgency associated with the need for skilled people to undertake major resource development projects and there was a particular concern for those young people who were most at risk in the labour market. Consequently, the Council identified two over-riding priorities for TAFE in the 1980s:

- to provide the knowledge, skills and educational environment which will best ensure a skilled, adaptable and well-informed workforce able not only to meet the complex demands of a changing society and workplace but also to realise the individual potential of its members in the face of those changes;
- to prepare as many young people as need or seek assistance to make a smooth and rewarding transition from childhood and schooling to the challenges and opportunities of adult life.

COMMONWEALTH ACHIEVEMENTS IN TAFE

With an expenditure over the last ten years of $1,347,156,000 (just over one-fifth of State expenditure on TAFE), the Commonwealth has given a much needed and substantial impetus to the quantity and quality of TAFE provision. Its priorities have been determined after consultation with the States.

Some 60 000 student places have been created. The emphasis in the building program has been on additional places, each one giving access to one full-time or several part-time students. Libraries, amenities areas and audio-visual production facilities have been included in purpose-built colleges. Priority has been given to centres of population and industry with few or no TAFE facilities.

TAFE teachers are being given professional preparation. The Commonwealth has made possible the implementation of urgently neded staff development programs in all States. Professional preparation for TAFE teaching in accredited courses is provided by colleges of advanced education and most of the country's 16 000 full-time TAFE teachers have undertaken courses in the last ten years. In-service courses provided by State TAFE authorities with substantial Commonwealth assistance are now available in some form to the majority of the country's 28 000 part-time TAFE teachers. Interstate co-operation in staff development has been fostered through a National Staff Development Committee and residential courses for executive staff from all States have been conducted.

New courses and techniques have been developed. Many outdated courses, teaching materials and assessment procedures have undergone revision based on analyses of changing occupational requirements and consultation with representatives from industry and commerce. The development and production of materials for self-paced programs and external studies courses has been undertaken. Particular attention is being given to the needs of the growing number of young people who enter full-time vocational courses.

Courses for special groups have been provided. The Commonwealth has sponsored the development and provision of bridging, preparatory and occupational courses for Aboriginals, migrants, illiterate adults, the handicapped, women and those in isolated areas. Most have involved experimental work, successful outcomes being taken up in ongoing courses.

State TAFE management resources have been boosted. In order to help State TAFE authorities cope with the responsibility of planning and managing expanding systems, the Commonwealth has placed particular emphasis on the development of data collection and processing procedures, and has made funds available for planning activities, especially those associated with the capital program.

Students have been given access to advanced equipment. As well as providing equipment within its building program, the Commonwealth has in recent years provided over $30m in special equipment grants to the States for the acquisition of the kinds of technologically advanced equipment being introduced into industry and commerce.

Voluntary adult education groups have been supported. Programs of adult education offered by voluntary bodies now operate in all States, relying heavily on Commonwealth support. A wide range of courses are offered, with emphasis on those which

are best provided outside a formal college environment. Groups catered for include the unemployed, senior citizens, the handicapped, Aboriginals and other groups interested in short courses of many kinds.

The Council has been closely involved with the Conference of TAFE Directors in extending co-operation between States. With Commonwealth financial support, and contributions from the States, many quality improvement activities have been completed or are in progress. Achievements include:

The development of national core curricula. With the support of the Commonwealth and the participation of the TAFE National Centre for Research and Development, all State TAFE authorities are co-operating in the development of core curricula in vocational areas. Work on eighteen courses has either been completed or is in progress.

A national collection of TAFE statistics. From a base of inadequate and non-compatible data, the Council with the co-operation of the States through the Joint Committee on TAFE Statistics, has been instrumental in developing a comprehensive national collection of student statistics with a complete data base on staffing and finance yet to be developed.

A national classification of TAFE courses. With Commonwealth support, TAFE authorities have recently completed a new stream and field classification of TAFE courses to replace the present scheme which is now obsolete. The scheme will be implemented in 1984–85. Substantial progress has also been made in the development of a national nomenclature for TAFE awards.

Joint staff development activities. Annual three week Commonwealth-funded residential courses for executive staff from all State TAFE authorities have been held for the past three years. The Council together with the States is exploring ways of extending such joint staff development activities.

Under present arrangements for the funding of TAFE, the States are responsible for meeting from their own resources the day-to-day running costs of TAFE institutions and for maintaining an adequate level of capital expenditure. Commonwealth grants are supplementary to the efforts of the States and designed to improve the quality and rate of development of TAFE, either through special programs directed to the content and method of provision of TAFE courses or through programs of capital development which upgrade the quality and capacity of TAFE's physical facilities. Increasingly also the Commonwealth is providing financial assistance to the States for a range of national programs in which TAFE is a principal educational agent; examples are the School-to-Work Transition Program, shortly to be subsumed under the new Participation and Equity Program, and the program administered by the Department of Employment and Industrial Relations designed to expand the provision of trade-based pre-employment courses in TAFE institutions.

Total spending on TAFE in the six States and the Northern Territory was estimated at $956m in 1982–83, comprising $773m in recurrent expenditure and $183m in capital expenditure (Table 3.7). Of this total the Commonwealth contributed an amount of $252m (26 per cent), an increase from $97m (22 per cent) in 1977–78. This Commonwealth-funded proportion varies widely, however, between the capital and recurrent expenditure areas: Commonwealth grants now account for nearly 70 per cent of all capital spending on TAFE in the States and Northern Territory, whereas all forms of Commonwealth recurrent assistance (including payments in discharge of the Commonwealth's fee reimbursement commitment and programs funded by Commonwealth agencies other than the TAFE Council) account for only 16 per cent of total recurrent expenditure on TAFE. State Governments, then, maintain the primary responsibility for the funding of TAFE, and it will be largely on their budgetary decisions and policy priorities that the future course of TAFE development will depend. As discussed later in this Advice, however, the Council believes that the need for national policies and priorities in TAFE, as in education generally, will demand not only a continuing Commonwealth presence in TAFE but a real increase also in the range and level of Commonwealth financial support for the sector.

Expenditure on TAFE by State, Category of Expenditure and Source of Funds—all TAFE Authorities, six States and Northern Territory, 1982–83 (Budgeted) ($m)

	Recurrent			Capital			Total		
	State	Common wealth (a)	Total	State	Common wealth (a)	Total	State	Common wealth (a)	Total
New South Wales	253.0	46.5	299.5	16.3	45.9	62.1	269.3	92.3	361.6
Victoria	169.5	28.0	197.6	10.5	35.5	46.0	180.0	63.5	243.6
Queensland	78.0	16.0	94.0	11.1	13.9	25.0	89.1	29.9	119.0
Western Australia	61.4	13.1	74.5	7.5	11.2	18.6	68.9	24.2	93.1
South Australia	56.2	14.7	70.8	2.9	11.3	14.2	59.0	25.9	85.0
Tasmania	18.5	4.5	23.0	3.2	3.4	6.6	21.7	7.9	29.6
Northern Territory	12.5	1.5	14.0	3.5	6.8	10.4	16.0	8.4	24.4
TOTAL	649.1	124.2	773.3	55.0	127.9	182.9	704.1	252.2	956.2

(a) Includes expenditure from the Commonwealth General Purpose (fee reimbursement) grant. Included also are expenditures on TAFE under the School-to-Work Transition Program and other Commonwealth programs in which TAFE is the educational agent.

In summary, a reasonable projection of TAFE development to the end of the next triennium would see growth in full-time student numbers from about 70 000 in 1983 to more than 95 000 in 1987, an increase of about 65 000 in part-time enrolments (Streams 1–5) to a level of about 773 000 by 1987, and relatively modest growth, to a level of about 320 000 by the end of the triennium, in Stream 6 enrolments.

The same projection would imply an increase in annual student contact hours in TAFE of about 25.6 million over the projection period—equivalent to the load imposed by about 35 000 full-year, full-time students—and growth in the total level of recurrent spending on TAFE from an estimated $798.8m in 1983 to $920.6m in 1987, an average increase of about 3.6 per cent annually in real terms.

DEFINITION OF "STREAMS" CLASSIFYING TAFE COURSES

Stream 1000: Courses for recreation, leisure and personal enrichment.
(Old Stream 6—adult education)

Stream 2000: Courses for entry to employment or further education.
(Old Stream 5—preparatory)

2100: Basic education and basic employment skills.

2200: Educational preparation.

Stream 3000: Initial vocational courses.
(Old Streams 2, 3a, 4—paraprofessional, apprentice/trade, other skilled.)

3100: Operatives

3200: Skilled

3210: Courses for recognized trades

3211: Courses which grant partial exemption to recognized trade courses

3212: Complete trade courses

3220: Other skills courses

3221: Courses which grant partial exemption to other skills courses

3222: Complete other skills courses

3300: Trade, technician/trade, supervisory/ or equivalent

3400: Paraprofessional/technician

3500: Paraprofessional/higher technician

3600: Professional

Stream 4000: Courses subsequent to an initial vocational course
(Old Streams 1, 2, 3, 6 Professional)

4100: At an operative level

4200: At a skilled level

4300: At a trade/technician/trade supervisory/ or equivalent level

4400: At a paraprofessional/technician level

4500: At a paraprofessional/higher technician level

ISSUES IN TAFE

TAFE is particularly well placed, resources permitting, to respond to the Government's priorities of increased participation and greater equity.

(a) TAFE is seeking to extend its geographical distribution both institutionally and in its outreach programs, and so become even more accessible.

(b) TAFE has on offer and is continuing to develop an extensive range of vocational, preparatory, bridging and remedial courses from which students may select depending on individual need and preference.

(c) TAFE has a policy of open entry to many of its courses, and where formal entry requirements are established it has developed mechanisms such as bridging or remedial courses to help applicants meet those requirements.

(d) TAFE has considerable flexibility of staffing, through its widespread use of part-time teachers, and so is able to adjust readily to changes in priorities.

(e) TAFE has developed over a long period close ties with the labour market and is sensitive to the availability and requirements of vocational opportunities.

(f) TAFE has exhibited a capacity to operate in a variety of educational contexts:

- in TAFE colleges;
- in industry;
- in a variety of off-campus centres;
- through external modes of delivery.

(g) TAFE has a record of catering for the educational needs both of adult students seeking vocational and other courses offered within TAFE itself, and of those seeking to gain qualifications to enter other tertiary institutions and vocational pursuits as well. **Hence, TAFE is frequently the major initial point of entry to all forms of tertiary education for those adults who have been disadvantaged or for social, economic or personal reasons dropped out of a school system which perhaps also seemed unresponsive to their particular needs.**

THE CURRENT PATTERN OF EDUCATIONAL PROVISION

Services in Australia for the teaching of literacy to adults vary considerably in terms of the agencies involved, the methods used and the materials and staffing available.

Within TAFE, practices vary between the States. For example, in New South Wales an Adult Literacy Information Office has been established to act as a referral and diagnostic service for students and to provide professional support and resources to literacy teachers. The Division of Basic Education operates two schemes. Adult Literacy officers have been appointed to specific geographical areas—currently seven metropolitan and ten country colleges—both to offer small group instruction and

to recruit, train and supervise a network of volunteer tutors who can offer individual care on a one-to-one basis. There are also Basic Education teachers at thirteen metropolitan and five country colleges, concerned with literacy and numeracy, who conduct Reading and Writing for Adults (RAWFA), and remedial classes for TAFE students. In addition, some thirty evening colleges offer classes in literacy. NSW TAFE has established Individual Learning Centres at eight colleges where self-paced tuition in English and mathematics is provided for adults with skills below the level required to enter other TAFE courses. As well, other supplementary and bridging courses are available which form an appropriate extension for students completing programs of adult literacy but requiring substantially more support prior to entering TAFE classes.

NEW INITIATIVES

With the benefit of experience in 1984, the Council expects the States to develop new initiatives for implementation in 1985 and 1986. Whilst it will be for each State to put forward proposals according to its own circumstances, there are several spheres of activity which the Council believes deserve consideration, including:

Initiatives for 20–24 year olds. Those in this group will have a much wider range of experiences than the younger age group and for many, greater scepticism about what the education system can offer. Some, on the other hand, may be highly motivated to better their employment prospects. This group will provide a special challenge for TAFE.

Initiatives in co-operation with schools. There is wide scope, as previously mentioned, for combining the strengths of schools and TAFE. The Council will be looking for developmental activities and pilot programs in 1985 and 1986.

Initiatives across all TAFE courses. The Government has described PEP as an opportunity for TAFE to undertake a searching re-examination of its role in the education of the 15–24 age group, particularly 15–19 year olds. The Council has noted the comments and plans in State triennial submissions which demonstrate the concern of TAFE authorities for the PEP target group. It will encourage activities which help to provide better for women and girls, Aboriginals, migrants, the handicapped, the isolated and other disadvantaged groups in all TAFE programs.

Initiatives which combine work and education. The Council acknowledges the attempts which TAFE colleges are making to provide substitutes for on-the-job experience as part of their courses. It is, however, impossible to achieve realism in many important respects and what is needed are efforts to obtain greater co-operation from employers and unions so that TAFE students can combine their college course with on-the-job work experience. The Council will encourage attempts to increase the availability of work experience of a kind which complements the course work at the college.

Initiatives directed at those who "drop-out". Data collected in recent years shows that some 40 000–50 000 15–19 year olds are neither in education (schools or tertiary) nor the labour force (employed or unemployed). Many of these have apparently "dropped out", opting at an early age neither to continue with their education nor to seek work. Much more needs to be learnt about this diverse group before useful educational options can be developed, but there is some urgency if through disillusionment or other circumstances, large numbers of young people are not to be even further disadvantaged.

ACKNOWLEDGEMENT:
Commonwealth Tertiary Education Commission Report for 1985–87 Triennium, Vol. 1 Part 5, Advice on Technical and Further Education, April 1984.

TAFE FACTS TAFE FACTS TAFE FACTS TAFE FACTS

AUSTRALIAN TAFE STATISTICAL DATA

National Enrolments in TAFE Institutions in 1983

All figures are derived "Selected TAFE Statistics, 1983", published by the Commonwealth Tertiary Education Commission.

Figures for minor TAFE institutions for each State are included. For example, NSW figures include some courses run by the State Conservatorium of Music, Department of Agriculture and the NSW Board of Adult Education.

Table 1. Students by Stream by State (with National total)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total Australia
Stream 1	1 268	1 640	51	136	177	—	—	63	3 335
2	100 015	38 538	15 578	16 882	43 505	4 406	1 072	3 956	223 952
3a	47 273	32 437	17 539	10 438	10 125	3 392	955	1 456	123 615
3b	12 472	11 015	1 723	—	4 711	1 341	264	719	32 245
4	89 554	43 296	32 654	50 538	15 241	6 007	2 074	9 735	249 099
5	63 120	62 732	11 656	42 984	8 220	3 669	4 485	7 027	203 893
6	68 831	96 498	64 239	49 564	59 297	15 831	6 445	8 946	369 651
Total—all Streams	382 533	286 156	143 440	170 542	141 276	34 646	15 295	31 902	1 205 790

Table 2. Students by Sex by State (with National total and percentages)

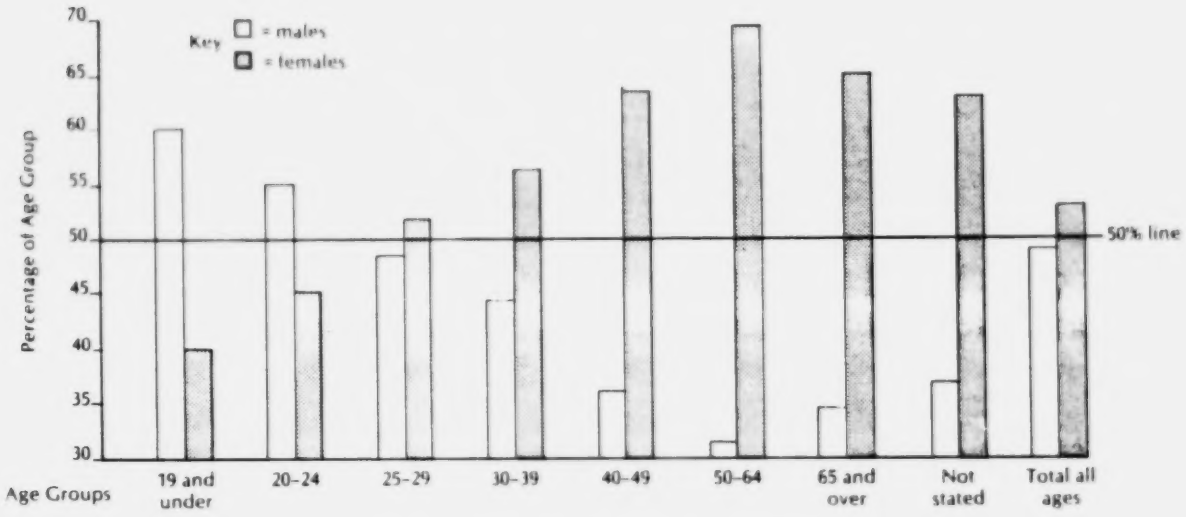
	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total Australia
Males	186 617	145 999	68 882	76 615	65 373	15 351	6 875	13 749	579 461
% of State	48.8	51.0	48.0	44.9	46.3	44.3	44.9	43.1	48.1
Females	195 916	140 157	74 558	93 927	75 903	19 295	8 420	18 153	626 329
% of State	51.2	49.0	52.0	55.1	53.7	55.7	55.1	56.9	51.9

Table 3. Students by Age by Sex (with percentages)

	19 and under	20–24	25–29	30–39	40–49	50–64	65 and over	Not stated	Total all ages
Males	182 812	112 977	69 317	93 297	39 851	25 365	9 433	46 409	579 461
% of age	60.2	54.6	48.6	44.0	36.8	31.3	34.3	37.5	48.1
Females	120 908	94 100	73 223	118 679	68 331	55 727	18 051	77 310	626 329
% of age	39.8	45.4	51.4	56.0	63.2	68.7	65.7	62.5	51.9
Total age	303 720	207 077	142 540	211 976	108 182	81 092	27 484	123 719	1 205 790
% of total students	25.2	17.2	11.8	17.6	9.0	6.7	2.3	10.2	100.0

Table 4. Students by Stream by Sex (with percentages)

	1	2	3a	3b	4	5	6	Total all Streams
Males	1 994	123 787	112 769	30 217	117 551	89 346	103 797	579 461
% of Stream	59.8	55.3	91.2	93.7	47.2	43.8	28.1	48.1
Females	1 341	100 165	10 846	2 028	131 548	114 547	265 854	626 329
% of Stream	40.2	44.7	8.8	6.3	52.8	56.2	71.9	51.9
Total Stream	3 335	223 952	123 615	32 245	249 099	203 893	369 651	1 205 790
% of all Streams	0.3	18.5	10.2	2.7	20.7	16.9	30.7	100.0



PERCENTAGE SEX COMPOSITION BY AGE GROUP

AUSTRALIAN TAFE STATISTICAL DATA

Teaching and Non-Teaching Staff in TAFE Institutions 1983

All figures are derived "Selected TAFE Statistics, 1983", published by the Commonwealth Tertiary Education Commission.

Table 5. Teaching and Non-Teaching Staff by State

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Total Australia
Full-time teachers	5 223	5 372	1 929	1 537	1 438	512	251	427	16 689
Part-time teachers	7 861	7 180	4 255	4 104	2 936	2 493	1 012	1 496	31 337
Institution based non-Teaching staff	2 617	2 885	1 703	1 149	1 090	420	292	307	10 463
Head Office staff	781	533	208	377	312	55	208	49	2 523
Total all staff	16 482	15 970	8 095	7 167	5 776	3 480	1 763	2 279	61 012

Table 6. Salary Levels of Full-time Teaching Staff

	Less than $15,000	$15,000–$19,999	$20,000–$24,999	$25,000 and over	Total all levels
Total Australia	387	4 434	7 031	4 837	16 689

Comparison: 1976 and 1983. (National Totals only.)

All figures are derived from "Selected TAFE Statistics, 1976" and "Selected TAFE Statistics, 1983", published by the Commonwealth Tertiary Education Commission.

A change in CTEC counting rules in 1982 reduces the comparability of the years 1976 and 1983 by a small percentage.

Table 1. Students by State

State	1976	1983	% growth
New South Wales	227 836	382 533	67.9
Victoria	150 273	286 156	90.4
Queensland	93 474	143 440	53.5
South Australia	128 703	170 542	32.5
Western Australia	120 828	141 276	16.9
Tasmania	26 508	34 646	30.7
Northern Territory	7 195	15 295	112.6
ACT	13 627	31 902	134.1
Total Australia	768 444	1 205 790	56.9

Table 2. Students by Stream

Stream	1976	1983	% growth
1	5 330	3 335	—37.4
2	165 827	223 952	35.1
3a	116 186	123 615	6.4
3b	17 898	32 245	80.2
4	147 526	249 099	68.9
5	103 100	203 893	97.8
6	212 577	369 651	73.9
Total all streams	768 444	1 205 790	56.9

Table 3. Students by Sex

Stream	1976	1983	% growth
Males	428 023 (55.7)	579 461 (48.1)	35.4
Females	340 421 (44.3)	626 329 (51.9)	84.0
Total both sexes	768 444 (100.0)	120 579 (100.0)	56.9

Table 4. Students by Age Group

Age Group	1976	1983	% growth
19 and under	233 760 (30.4)	303 720 (25.2)	29.9
20–29	236 297 (30.8)	349 617 (29.0)	48.0
30–59	174 590 (22.7)	374 219 (31.0)	114.3
60 and over	6 301 (0.8)	54 515 (4.6)	765.2
Not stated	117 496 (15.3)	123 719 (10.2)	5.3
	768 444 (100.0)	1 205 790 (100.0)	56.9

Table 5. Staff by Type

Type	1976 (approximate)	1983	% growth
Full-time teaching	10 932	16 689	52.7
Part-time teaching	18 797	31 337	66.7
Institution based non-teaching	7 416	10 463	41.1
Head Office non-teaching	1 588	2 523	58.9
Total	38 733	61 062	57.6

Table 6. Expenditure

Type	Financial Year 1975/76 (excluding Northern Terr.)	Calendar Year 1983	% growth
	$	$	
Recurrent Expenditure—			
Salaries	207,454,000	696,871,000	235.9
Non-Salary Costs	45,134,000	161,622,000	258.1
Capital Expenditure—			
Major Works	38,974,000	154,798,000	297.2
Minor Works	3,241,000	12,097,000	273.2
Capital Equipment	6,635,000	20,330,000	206.4
Total Expenditure	301,438,000	1,045,718,000	246.9